**Seasons Lesson 4 - Math**

**Name: Courtney Burkard Grade Level: Kindergarten**

**Subject: Math Unit Title: Seasons**

**Lesson Title: Adding and Subtracting Estimated Time: 40 mins**

**Standards:**

* **SS.K.G.3.3-**Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
* **MAFS.K.OA.1.2-** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (Students are not required to independently read the word problems.)

**Objective:**

* Students will be able to complete math problems within 10.

**Essential Question:**

* How do I add or subtract within 10?

**Topic/Content:**

* Students will be learning to add and subtract within 10. They will then complete a worksheet with objects based on seasons. For example they will subtract 2 pumpkins from 4 pumpkins, or 1 flower from 5 flowers.

**Procedures:**

1. **Activate prior knowledge:**
   * Students will have had background knowledge of simple addition and subtract problems. Do a quick review on the board of non-word problem addition and subtraction problems.
2. **Input:**
   * Explain to students that we will be using our addition and subtraction problems to solve harder word addition and subtraction problems.
3. **Modeling:**
   * On the overhead projector have example problems showing. Do one example at a time. For the examples have cut outs of the items used in each equations for example if the problem uses sleds have mini cut outs of sleds. Have students copying the examples onto the left side of the next spread in their interactive notebooks.
   * Here’s some example problems:
     + John is making 5 snow balls. He throws 3 at Tammy. How many snowballs does he have left?
     + Cindy is carving 7 pumpkins. She had already carved 4 pumpkins. How many does she have left to carve?
     + Pamela is growing 10 flowers in her garden. She has already planted 5 seeds. How many more seeds does she need to plant to grow 10 flowers?
     + Nicholas is swimming 4 laps he’s already swam 2. How many more does he need to swim to reach his goal?
   * Try to make the questions have objects and relate to different seasons. You could also ask the students what season each person is in to do the activities they are doing in the word problem. For example John is making snow balls so its winter.
4. **Check for understanding:**
   * Students will work in pairs to complete the worksheet that will be handed out. Each student will hand in a copy of the completed worksheet.
5. **Independent practice:**
   * Students will complete the right side of their interactive notebook alone. They will create one or two word problems of their own. And then solve them.

**Assessment and Monitoring:**

* **Formative Assessment:**
  + Teacher will walk around when students are working in pairs and assist where needed.
* **Summative Assessment:** 
  + Students will turn in their interactive notebook at the end of the unit. They will also turn in their worksheet at the end of this lesson.

**Materials:**

* Interactive notebook
* Example problems
* Example problem item cutouts
* Worksheet

**References:**

* Unit plan idea from: <https://www.mindmeister.com/22752157/seasons-an-integrated-themed-unit-for-kindergarten>

**ESOL Accommodations:**

* ESOL students will be in a group of three to work on the worksheet. Or they will be in a group with the teacher. (depending on the number of ELL’s) Teacher will make sure to bring visuals so they can visualize the addition and subtraction taking place.